

UNDERSTANDING MOTIVATION TO DEVELOP MOTIVATIONAL PLAN IN LANGUAGE CLASSROOM: A HINT FOR LANGUAGE TEACHERS

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Abstract: Motivation is considered as one of the key elements that lead to students' success in L2 learning. Teacher's role in building and maintaining motivating atmosphere inside the classroom is undoubtedly crucial. In this case, the teacher should understand what motivation is, how this influences students' behavior, and what to do to help them motivated.

A motivational plan can be developed to help language teacher create and maintain motivating classroom conditions. Regarding this, there are four principle aspects to take into account including: creating the basic motivational conditions, generating initial student motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

Key words: Motivation, motivational plan

INTRODUCTION

Motivation is always seen as one of key aspects that lead to successful L2 learning. Brown (2000a: 160) includes motivation, which is considered to be the frequent term to explain success of virtually complex tasks, as one of the personality factors that contributes to the successful language learning. Successful language learning process is closely related to certain level of motivation employed by language learners.

According to Santrock (2006: 414), "motivation involves the processes that energizes, directs, and sustains behavior." Ormrod (2002: 179) provides the description of general principles of how motivation interrelates with one's behavior, cognition, and learning, i.e. motivation that directs one's behavior toward particular goal, increases one's effort and persistence in doing certain activities, affects cognitive processes, determines what consequences are reinforcing and punishing, and leads to improve performance.

Students' motivation in learning is, undoubtedly, influenced by teacher's role in motivating them. It is easy to assume that a teacher conducts classroom activities effectively by utilizing various techniques to support fun and meaningful activities because the teacher is motivated in teaching the students. Another assumption is that a learner gets high level of academic achievement because he/she is motivated to deal with any tasks, examinations, quizzes, projects, etc.

Recent studies show the significant correlation between motivation and students' achievement as well as performance (see: Ushida, 2005; Bernaus & Gardner, 2008; Barnaus, Wilson, & Gardner, 2009; Bahous, Bacha, & Nabhani, 2011; Lasagabaster, 2011; Kassing, 2011; Othman & Shuqair, 2013; Muftah & Rafik-Galea, 2013; Rehman et.al., 2014; Astuti, 2015; Agustrianti, Cahyono, & Laksmi, 2016). Undoubtedly, teacher's role in motivating the students is a crucial part that contributes to their successful learning.

Various guidelines on how to motivate students in L2 learning are proposed as well. Murtiana (2010), for instance, constructs three important aspects that language teachers should have in order to motivate students: teacher's positive behavior, pleasant learning atmosphere, and effective teaching techniques. She suggests that those aspects should be able to help students move from extrinsic to intrinsic motivation which is considered as the one with long lasting effect.

Going further, Xiao (2013), adapting Dörnyei's framework which is presented here, goes more detailed by proposing a motivational plan breaking down the principle aspects of motivational teaching practice into 7 strategies. The motivational strategic plan can be used to help teachers to create motivating conditions in order to build and maintain supportive classroom atmosphere that will lead to students' success in L2 learning.

In short, students' motivation in language learning, which leads to success, is influenced by teacher's role in conducting motivating activities that help the students behave well in order to reach certain goals related to the language learning process.

PERSPECTIVES OF MOTIVATION

To get into deeper understanding about motivation, it is important to note that there are four different psychological perspectives that explain motivation in different ways. Those perspectives are: behavioral, humanistic, cognitive, and social (Santrock, 2006: 415; Woolfolk 2004: 374)

1. The Behavioral Perspective

The behavioral perspective emphasizes external rewards and punishment as keys in determining students' motivation (Santrock, 2006: 415). Behaviorists suggest that motivation can be increased, decreased, maintained, extinguished by its external aspects or consequences.

2. The Humanistic Perspective

The humanistic theory emphasizes students' capacity for personal growth, freedom to choose their destiny, and positive qualities (such as being sensitive to others) (Santrock, 2006: 415). This perspective is closely associated with Abraham Maslow's hierarchy of needs.

According to Maslow's Hierarchy of needs (Santrock, 2006: 416), certain basic needs must be met before higher needs can be satisfied. Individuals' needs must be satisfied in sequences as follow:

1. **Physiological:** hunger, thirst, sleep.
2. **Safety:** ensuring survival, such as protection from war and crime.
3. **Love and belongingness:** security, affection, and attention from others.
4. **Esteem:** feeling good about oneself
5. **Self-actualization:** actualization of one's potential.

Self-actualization, the highest and most exclusive of Maslow's needs, is the motivation to develop one's full potential as human being (Santrock, 2006: 416). It means that students' need of self-actualization is possible only if their lower needs have been met. For example, students will be motivated in learning, their needs of self-actualization, if their physiological needs, such as breakfast, have been fulfilled.

3. The Cognitive Perspective

According to Santrock (2006: 416), the cognitive perspective fits with the idea of R. W. White, who proposed the concept of competence motivation, the idea that people are motivated to deal effectively with their environment, to master their world, and to process information effectively. Thus, according to cognitive perspective, students' thoughts guide their motivation in learning (Santrock, 2006: 516). In short, cognitive perspective focuses on how mental processes affect motivation (Ormrod, 2002: 180).

4. The Social Perspective

Santrock (2006: 417) explains that social perspective involves establishing, maintaining, and restoring, close interpersonal relationships. It means that people engage in activities to maintain their identities and their interpersonal relations within the community (Woolfolk, 2004: 376).

Students are motivated to learn if they are members of a classroom or school community that values learning (Woolfolk, 2004: 376). Students with caring and supportive

interpersonal relationships have more positive academic attitudes and values and are more satisfied with school (Baker, 1999; Stipek, 2002 in Santrock, 2006: 417). The supportive relationship that influences students' motivation in learning is not only the relationship between students themselves, but between the students and their teachers as well.

It can be concluded that students' interpersonal relationship affects their motivation in learning. The relationship is not only between the students themselves, but also their relationship with the teacher.

TYPES OF MOTIVATION

It is important to discuss the broadly accepted concepts of motivation. In educational area, there are two different constructs of motivation: intrinsic-extrinsic motivation and integrative-instrumental motivation.

1. Intrinsic and Extrinsic Motivation

Intrinsic-extrinsic dimension of motivation does not specifically discuss L2 learning. This construct deals with learning in general as Brown (2000a: 164) says, "Yet another, but arguably the most powerful, dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed in a task".

Intrinsic Motivation

Ryan and Deci (2000: 56) define intrinsic motivation as getting an activity done because of its inherent satisfactions. Woolfolk (2004: 373) states that intrinsically motivated individuals do not need the existence of incentives, punishments, and any extrinsic factors because the activity itself is rewarding naturally. According to Ormrod (2002: 181), students who are intrinsically motivated may engage in an activity because it gives them pleasure, helps them develop their skills they think are important, or is the ethically and morally the right thing to do. In short, students who are intrinsically motivated will involve in the learning process because of their inner desire with or without any extrinsic aspects that may take part in the process.

Extrinsic Motivation

Different from intrinsic motivation, extrinsic motivation stresses on the extrinsic factors that influence students' motivation in learning. According to Santrock (2006: 419), extrinsic motivation involves doing something to obtain something else (a means to an end).

Students' who are extrinsically motivated may want to get good grades, money, recognition or other extrinsic values that particular activities and accomplishments bring (Ormrod, 2002: 181). It means that when individuals are extrinsically motivated in doing some activities, they do the activity because they want to achieve specific goal as the extrinsic factor that influences their effort. For example, a students may work hard for an assignment in order to obtain good grade.

Many experts believe that intrinsic motivation is more important than the extrinsic one especially due to the long-term retention (Brown, 2000a: 164). However, we need to keep in mind that both intrinsic and extrinsic motivations may play their roles simultaneously. For example, a student may conduct a research on certain topic because he has big interest on it. It means that he is intrinsically motivated. However, it is also possible that he conducts the research because he knows a lot about the topic and this will bring him to easily accomplish the task to graduate from his study with high grade.

2. Integrative and Instrumental Motivation

Understanding motivation in L2 learning is quite difficult since it is considered as a complex phenomenon. This involves two important factors in L2 learning including the communicative needs and learners' attitudes towards the L2 community (Lightbown & Spada, 2013: 87). The first factor plays an important role when the learners need to speak the L2 in different social contexts and/or when they need to pursue certain goals such as professional or career ambitions so that they will perceive the value of communicating the second language. In this case, the learners will be motivated in acquiring the language proficiency. Lightbown and Spada further compare this with the learners who have favorable attitudes towards the speakers of L2, in this case the native speakers. The attitudes will drive them to the desire to have more contact with the speakers. Regarding the L2 Learning, the types of motivation that are widely accepted is integrative and instrumental motivation (Lightbown & Spada, 2013: 87; Saville-Troike, 2006: 86; Brown, 2000a: 162). The integrative and instrumental orientations were influenced by the research done by Robert Gardner and his associates (Brown, 2000: 162; Lightbown & Spada, 2013: 87).

Integrative Motivation

As implied above, integrative motivation is associated with the learners' attitudes towards the L2 community that drive the L2 learners to have more contact with the L2 speakers (Lightbown & Spada, 2013: 87). It is in line with what Saville-Troike's (2006:86)

explanation that this type of motivation is based on the L2 learners' interest in learning the language because of the desire to learn about or associate with the users, or because of the intention to be the part or integrated in L2-using speech community.

Instrumental Motivation

While the integrative motivation is associated with learners' attitudes towards L2 community that lead them to the desire to learn about or associate with the users, or because of the intention to be accepted within the L2-using speech community (Lightbown & Spada, 2013: 87; Saville-Troike, 2006: 86), instrumental motivation is closely associated with the practical value of mastering the language. For example, L2 learners learn the language because of the needs of increasing the occupational opportunities, to enhance prestige and power, to access any scientific and technical information provided in targeted language, or even simply to pass a course or to graduate from school or university (Saville-Troike, 2006: 86). Brown (2000a: 162) states that the instrumental motivation refers to learning language as a means for attaining certain goals such as better career, using the language for reading technical material, translation, and so forth.

In L2 learning context, especially where English is spoken as a foreign language, it is difficult to determine which of those is more important. Different claims about the importance have been proposed. On one side, integrative motivation leads learners to achieve much better on proficiency tests in a foreign language (Gardner & Lambert, 1972; Spolsky, 1969 in Brown, 2000a: 163), while on the other side, students with instrumental motivation scored higher in the similar tests (Lukmani, 1972 in Brown, 2000a: 163). Therefore, Brown (2000a: 163) suggests that there is no single means of learning a second language learning. Since the dichotomy of integrative-instrumental motivation is closely related to socio-cultural contexts, it is important to note that learners who learn L2 in different contexts may differ in the dominant role of the motivation either the integrative or the instrumental.

Having discussed the types of motivation from different dichotomies, the intersection among the four types can be seen as follows (in Brown, 2000a: 166):

MOTIVATING LANGUAGE LEARNERS

Regardless of the different views of which type of motivation that should be taken into account as the more, or less, important, a language teacher should focus on is whether or not the students are motivated during the classroom activities and how to motivate them.

Motivation is not static but dynamic (Dörnyei in Cohen, 2010: 170). Further, motivation needs to be generated, maintained and protected, and evaluated regarding the learners' retrospection (Dörnyei in Cohen, 2010: 170). The cycle that describes the three phases above clearly reflects teachers' role in motivating learners.

Brown (2000b: 81) suggested teachers not to be the one that transforms information to the learners only. He encouraged teachers to be facilitator. To be the facilitator, the teachers should deal with some important responsibilities and jobs including setting the stage for learning, starting the wheels turning inside the heads of the learners, turning the learners on to their abilities, helping channel the abilities in colorful directions (Brown, 2000b: 81).

Four Principle Aspects of Motivational Teaching Practice

Based on the cycle described earlier, Cohen (2010: 171) presented Dörnyei's organizing framework to identify the four principle aspects of motivational teaching practice. The four principle aspects provide the guideline of what teachers' should do to motivate the L2 learners.

1. Creating the Basic Motivational Conditions

In order to create the basic motivational conditions, teachers should prepare themselves to be able to establish rapport with the students, to foster a pleasant and supportive classroom atmosphere, to develop a cohesive learner group with appropriate group norms.

It is clear that the first principle is related to how to create the motivating atmosphere from the very beginning of the study. It means that the teachers should create the basic motivational conditions so that the students will be motivated to face the following semester or year.

What the teachers can do dealing with this principle is conducting activity(s) that allows students to know each other so that they can build the cohesive relationship. For example, the teachers can do the ice breaking activity(s). Next, it is also important for the teachers to build the any possible agreements that will promote to cooperative classroom activities for the whole semester. In this case, the teachers can ask the students about what they wish to have as well as to get from the classroom activities. This is also possible that the teachers inform the dos and don'ts during the whole semester along with any possible consequences as the results of their participation.

In addition, it is also important to make sure that students' parents will be actively participating in their children's development during the study. Therefore, the teachers or the institutions are suggested to invite parents before starting the course. This will be surely effective to initiate positive connection between the schools and parents.

2. Generating Initial Student Motivation

To generate initial student motivation, teachers can enhance learners' L2-related values and attitudes, increase learners' expectancy of success, increase learners' goal-orientedness, make teaching materials relevant to the learners, and create realistic learner beliefs.

The previous principle deals with how to create a motivating atmosphere at the beginning of the course, this principle focus on how to prepare for motivational learning activities. It deals with the preparation the teachers do before entering the classroom. Of course, this is closely related to teachers' planning. Therefore, when choosing or creating the materials, it is important for the teachers to make it relevant with students' interests and needs.

Before starting the classroom activities, teachers must consider that the students should be informed the value related to the topic of L2 to be discussed so that they will employ positive attitudes towards the topic. It is also essential to motivate the students by increasing their expectancy of success related to the teaching objective. In this case, the teachers may discuss with the students about specific benefits that the students will achieve after the process of teaching and learning. From this, the learner will be motivated in getting involved in the activities regarding their beliefs.

3. Maintaining and Protecting Motivation

To maintain and protect motivation, the essential tasks that teachers should deal with are making learning stimulating, setting specific learner goals, presenting tasks in motivating way(s), protecting learners' self-esteem and increasing self-confidence, allowing learners to maintain positive social image, creating learner autonomy, promoting cooperation among learners, and promoting self-motivation strategies.

This principle works during the learning process in the classroom. It means that the teachers should be able to conduct activities that will promote students' motivation. For example, instead of presenting the learning topic through lecturing activity, which will be

boring for the students, it would be better for the students to implement certain techniques for fun activities such as having group work, classroom active discussion, role play, games, etc. The fun activities will maintain students' motivation especially regarding the self-confidence, learner autonomy, interpersonal skills, etc.

4. Encouraging Positive Retrospective Self-Evaluation

The last principle deals with the way the teachers in encouraging positive retrospective self-evaluation. What the teachers can do are providing motivational feedback, promoting motivational attributions, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

The last principle obviously deals with teachers' effort to promote students' positive retrospective self-evaluation. It means that the motivation must be given after the completed learning process. In this case, the teachers are suggested to always give motivating feedback so that they will understand what they have achieved so far and they know what to do to make progress. Motivational attributions, learner satisfaction, rewards, and grades should also be served for the students. Of course, it is important to keep in mind that those must be given appropriately. For example, when the teachers believe that giving rewards will lead to encouraged positive retrospective self-evaluation, it is important to remember that rewards that are given too frequently potentially undermine learners' motivation.

In addition to the issue of giving rewards, it is also important to keep in mind that punishment is an aspect of motivation that the teachers can give to the students. However, the punishment must be considered as the very last option that the teachers can choose when the other options are not available. It means that the teachers should be surely careful dealing with this negative and unpleasant aspect.

From the four principle aspects proposed by Dörnyei (in Cohen, 2010), it can be seen that teachers' role in motivation the learners is surely essential. It is clear that the teachers should be developed to deal with the teaching and learning process regarding the preparation before entering the classroom including planning the activities, conducting the classroom activities by implementing various techniques to make the classroom motivating, and evaluation towards what has been done with the students.

CONCLUSION

Motivation is a very important aspect under learner variables. As the one that energizes, directs, and sustains learners' behavior, it is important to understand how motivation plays its role especially in L2 teaching and learning. Therefore, it is important to deepen the understanding on what is motivation, how it is seen from different perspectives, what types of motivation that may energize, direct, and sustain learners' behavior, and what to do to motivate learners in learning the L2. The thing to keep in mind is that no single type of motivation is considered as the most important one so that the other types are overlooked. There should be an agreement that L2 learners can be successful in learning when they are motivated no matter what type of motivation it is. Therefore, it is important for the teachers to play their role in motivating the students by developing their knowledge and skills in teaching.

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